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ABSTRACT

Teacher performance areas, criteria for evaluating them, and specific descriptors of behavior satisfying each criterion are supplied in this document. Performance areas and criteria for teacher evaluation were selected by the five school districts participating in the School Improvement Model project. The teacher performance areas selected for evaluation include productive teaching techniques; organized, structured class management; provision of student intellectual stimulation; maintenance of positive interpersonal relations; desirable out-of-class behavior; personal attributes; and knowledge of child growth and development. Under each performance area, each school district's criteria for evaluation are listed. For example, under productive teaching techniques, criteria include communication ability, ability to motivate students, and ability to utilize a variety of teaching techniques. Under each criterion, in turn, the descriptors used to assess its fulfillment are listed. For example, under communication ability are listed 11 descriptors, including such statements as the following: The teacher summarizes effectively; the teacher gives clear, concise, and reasonable assignments; and the teacher speaks clearly. A subsequent companion document (Publication 81-2) contains the project's prototype performance areas and criteria, as well as response modes (checklists for rating teacher performance), including performance standards, but lacks the specific behavior descriptors supplied here. (JM)

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A Matrix of Teacher Performance Areas and Criteria Selected by the School Organizations in the School Improvement Model (SIM) Project for Use During the 1981-82 School Year

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A Matrix of Teacher Performance Areas and Criteria Selected by the School Organizations in the School Improvement Model (SIM) Project for Use During the 1981-82 School Year

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
I. Productive Teaching Techniques					
A. Demonstrates ability to communicate effectively with students. (1, 2, 3, 6, 7, 8)* The teacher 1. Summarizes effectively. 2. Gives assignments that are clear, concise, and reasonable. 3. Speaks clearly. 4. Puts ideas across logically. 5. Uses correct grammar and vocabulary suited to the students. 6. Communicates learning objectives to the students. 7. Uses a variety of verbal and nonverbal techniques. 8. Praises, elicits, and responds to student questions before proceeding. 9. Gives clear, explicit directions. 10. Presents accurate and complete content information. 11. Uses appropriate tone of voice.	A. Communicates effectively with students.	A. Communicates effectively with students.	A. Communicates effectively with students.		A. Communicates effectively with students.
B. Demonstrates ability to inspire and/or motivate students. (1, 3, 5, 6, 7, 8) The teacher 1. Clearly, positively, and continuously communicates challenging scholastic expectations to students. 2. Presents class activities which simulate current situations outside the school, whenever possible or appropriate.	B. Motivates students.	B. Motivates students.	B. Inspires and/or motivates students.		B. Motivates students.

*Numbers in parenthesis refer to Effective Teaching Research supporting the use of the criteria as cited in SIM publication No. 81-3.

Suggested criteria, with descriptors, listed by performance areas.	Breck **Criteria**	Edina **Criteria**	Minneapolis **Criteria**	Northfield **Criteria**	Spirit Lake **Criteria**
3. Responds positively to students, especially when requests for help are made. 4. Encourages questions and discussions during class time. 5. Stimulates students by choosing proper materials and techniques. 6. Gives feedback to students. 7. Shows enthusiasm for teaching. 8. Uses methods to stimulate creative expression. 9. Stimulates creative thinking. 10. Demonstrates ability to motivate previously disinterested pupils.					
C. Demonstrates ability to utilize a variety of teaching techniques. (2, 3, 5, 6) The teacher 1. Constructs new instructional materials. 2. Provides models for study and practice. 3. Utilizes lessons and activities which develop the students' understanding of a multicultural society. 4. Utilizes lessons and activities which develop the students' understanding of a nonsexist society. 5. Changes techniques as the teaching/learning situation requires. 6. Relates current lessons to previous learning. 7. Provides opportunities for students to explore problems.	C. Demonstrates ability to utilize appropriate teaching techniques.	C. Demonstrates ability to utilize appropriate teaching techniques.	C. Demonstrates ability to utilize a variety of teaching techniques.	C-1. Plans appropriate questions and activities to develop critical thinking skills. (Classroom Management)** C-2. Has a knowledge of scope and sequence of subject matter. (Classroom Management)	C. Demonstrates ability to utilize appropriate teaching techniques.

**Parenthesis after criteria indicates the performance area in which the criteria are found on the organization's instrument.

Suggested criteria, with descriptors, listed by performance areas.	Breck **Criteria**	Edina **Criteria**	Minneapolis **Criteria**	Northfield **Criteria**	Spirit Lake **Criteria**
8. Provides opportunities for students to weigh alternatives. 9. Provides opportunities for students in decision-making. 10. Provides opportunities for student inquiry. 11. Provides concrete manipulative materials. 12. Provides opportunities for questioning. 13. Provides opportunities for planning. 14. Provides opportunities for analyzing. 15. Provides opportunities for summarizing. 16. Provides opportunities for outlining. 17. Provides opportunities for generalizing. 18. Provides opportunities for evaluating. 19. Provides opportunities for speculating. 20. Provides opportunities for hypothesizing. 21. Provides opportunities for comparing. 22. Acts as conveyor of information only as needed, keeping lecturing or telling within bounds.					
D. Uses a variety of evaluative methods which provide students with specific feedback. (1, 2, 6, 7)	D-1. Provides students with specific oral evaluative feedback. D-2. Provides students with specific written evaluative feedback.	D-1. Provides students with specific oral evaluative feedback. D-2. Provides students with specific written evaluative feedback.	D. Provides students with specific oral evaluative feedback.		D-1. Provides students with specific oral evaluative feedback. D-2. Provides students with specific written evaluative feedback.

Suggested criteria, with descriptors, listed by performance areas.	Breck **Criteria**	Edina **Criteria**	Minneapolis **Criteria**	Northfield **Criteria**	Spirit Lake **Criteria**
The teacher 1. Utilizes information from the cumulative record file in helping students to progress educationally. 2. Utilizes counselors and/or support personnel to help interpret test data. 3. Solicits and accepts honest feedback from students. 4. Knows and understands concepts of diagnosis and prescription. 5. Gives written comments as well as points or scores. 6. Returns test results as quickly as possible. 7. Makes opportunities for one-to-one conferences. 8. Prepares and administers both subjective and objective tests on materials that have been taught and grades students' progress. 9. Maintains the relationships between objectives and tests. 10. Administers district-constructed, criterion-referenced tests, standardized tests, and makes appropriate use of results.					
E. Demonstrates understanding of processes involved in selection of learning content. (1, 2, 3, 6, 7, 8)	E-1. Uses appropriate learning materials.	E-1. Uses appropriate learning materials. E-2. Organizes instructions around objectives.	E-1. Demonstrates ability to select appropriate learning content. E-2. Demonstrates knowledge of instructional plan. (Classroom Management) E-3. Demonstrates skill in implementing instructional plan. (Classroom Management)	E-1. Selects an objective at the correct level of difficulty for students. (Instructional Skills) E-2. Teaches to an objective. (Instructional Skills) E-3. Utilizes basic components (steps) in lesson planning. (Classroom Management)	E. Demonstrates ability to select appropriate learning content.
The teacher 1. Uses knowledge of individual students to design educational experiences. 2. Utilizes current events and unexpected situations for their educational value when appropriate to subject area.					

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
3. Organizes activities with student involvement. 4. Provides extra help and enrichment activities. 5. Designs units and lessons in which content is clear, logical, and sequential. 6. Presents subject matter which is appropriate to the abilities of the students. 7. Presents subject matter which is appropriate to interests of students. 8. Uses learning activities designed to achieve stated objectives. 9. Establishes objectives for affective domain. 10. Establishes objectives for cognitive domain. 11. Establishes objectives for psychomotor domain. 12. Prepares lesson plans which reflect school organization curriculum guide. 13. Assigns work (oral and written) to students which requires application of what they have been taught. 14. Displays a thorough knowledge of curriculum and subject matter.				E-4. Relates instructional content and student learning objectives to district curriculum goals and objectives. (Classroom Management)	
F. Identifies learning styles, rates of learning, and capabilities of students. (2, 3, 5, 6, 8) The teacher 1. Uses a variety of cognitive levels in questioning strategies. 2. Groups students for instruction who have common needs. 3. Displays materials that are coordinated with the learning experiences.	F. Provides opportunities for individual differences.	F. Provides opportunities for individual differences.	F. Identifies learning styles, rates of learning, and capabilities of students.	F. Relates use of materials/ resources to learning style and needs of learners. (Instructional Skills)	F-1. Identifies learning styles of students. F-2. Identifies rates of learning of students. F-3. Identifies capabilities of students.

Suggested criteria, with descriptors, listed by performance areas.	Breck **Criteria**	Edina **Criteria**	Minneapolis **Criteria**	Northfield **Criteria**	Spirit Lake **Criteria**
G. Effectively uses available materials and resources. (2, 3, 6) The teacher 1. Uses multi-sensory approaches (i.e. tactile, visual, auditory) to learning 2. Explains or demonstrates with the use of instructional materials 3. Seeks and uses advice of experts in content area 4. Is resourceful in finding and using supplementary materials to aid instruction	G. Uses a variety of available materials	G. Uses a variety of available materials	G. Effectively uses available materials and resources.	G-1. Uses appropriate instructional materials/ resources to meet instructional objectives. (These might include A. V. materials, field trips, and/or community resources.) (Instructional Skills) G-2. Incorporates materials/resources to fit instructional objectives. (Instructional Skills) G-3. Monitors quality of materials/resources used throughout the year and makes modifications. (Instructional Skills)	G. Effectively uses available materials and resources.
H. Prepares appropriate evaluation activities. (1) The teacher 1. Surveys students as a group and consults with them individually 2. Uses individual and group observation 3. Interprets standardized test data accurately to students 4. Administers standardized tests properly 5. Interprets test and evaluation data to parents completely 6. Utilizes a program of self-evaluation 7. Makes methods of evaluation clear and purposeful 8. Uses pre- and posttests	H. Prepares appropriate evaluation activities	H. Prepares appropriate evaluation activities	H. Prepares appropriate evaluation activities.		H. Prepares appropriate evaluation activities.

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13B

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
II. Organized, Structured Class Management					
A. Demonstrates a competent level of knowledge and skill in organizing the physical and human elements in the educational setting. (2, 3, 5, 6, 8) The teacher 1. Insures that materials and information can be read or seen by the students. 2. Assesses the situation in a discerning manner and knows how and when to change setting. 3. Delegates appropriate responsibilities and tasks to students. 4. Exhibits appropriate seating arrangements. 5. Adjusts physical arrangements and modifies noise levels in order to provide for a variety of learning styles. 6. Maintains a functional and attractive classroom environment. 7. Maintains a classroom which shows evidence of active student participation. 8 Selects activities appropriate to the physical attributes of the work area.	A. Organizes the educational setting.	A. Organizes the educational setting.	A. Demonstrates knowledge and skill in organizing the physical elements in the educational setting. (Classroom Management)		A. Organizes the educational setting.
B. Demonstrates evidence of personal organization. (2, 3, 7) The teacher 1. Makes contact when students not on task. 2. Uses class time efficiently.	B. Demonstrates evidence of personal organization.	B. Demonstrates evidence of personal organization.		B-1. Administers routine matters efficiently so that instructional improvement and implementation may take place. (Classroom Management)	B. Demonstrates evidence of personal organization.

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
3. Maintains proper care of instructional equipment and materials. 4. Maintains balance among various subject areas and within the subject itself. 5. Maintains classroom organization for efficient learning materials distribution. 6. Gauges pupil understanding during the lesson as a guide to pacing. 7. Shows evidence of long- and short-range planning. 8. Incorporates into daily planning content from previous levels for reinforcement and anticipates content from future grade levels to insure continuity and sequence. 9. Shows evidence of **adequate** lesson preparation and organization of work with objectives clearly in mind. 10. Establishes classroom procedures that are flexible within an over-all plan. 11. Makes materials readily available to the students. 12. Provides adequate plans and procedures for substitute teachers. 13. Presents materials in a well-organized fashion.				B-2. Maintains a course/unit plan for meeting objectives consistent with building/district curriculum. (Classroom Management) B-3. Relates daily student learning objectives and instructional activities to building/district curriculum goals and objectives. (Classroom Management)	
C. Organizes pupils, resources, and materials for effective instruction. (1, 2, 3, 5, 6, 8) The teacher: 1. Promotes an environment which encourages positive peer group interaction.	C. Organizes students for effective instruction.	C. Organizes students for effective instruction.	C-1. Organizes students for effective instruction. (Classroom Management) C-2. Organizes learning materials for effective instruction. (Classroom Management) C-3. Organizes resources for effective instruction. (Classroom Management)	C-1. Actively utilizes instructional time. (Classroom Management) C-2. Organizes appropriate ability grouping to maximize learning. (Classroom Management)	C. Organizes students for effective instruction.

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
2. Allows students to share responsibility for establishing and carrying out classroom rules and procedures. 3. Makes use of the physical school environment to support current learning activities. 4. Encourages students to utilize a variety of reference and print/nonprint materials. 5. Is helpful to students having difficulty with the subject.					
D. Demonstrates ability to manage the noninstructional human dynamics in the educational setting. (1, 2, 3, 4, 6, 7, 8) The teacher 1. Maintains a classroom atmosphere conducive to good health and safety. 2. Follows and expects students to use democratic procedures, which show consideration for the rights of others. 3. Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements. 4. Keeps accurate accounting of student attendance utilizing the process established by the school. 5. Establishes and clearly communicates parameters for student classroom behavior. 6. Promotes self-discipline.	D. Manages the noninstructional human dynamics in the educational setting.	D. Manages the noninstructional human dynamics in the educational setting.	D. Demonstrates ability to manage the human dynamics in the educational setting. (Classroom Management)	D-1. Uses appropriate reinforcement to maintain an atmosphere conducive to learning. (Classroom Management) D-2. Provides clearly stated rules for student behavior. (Classroom Management) D-3. Creates classroom in which the student is held accountable for his/her own behavior. (Classroom Management)	D. Manages the noninstructional human dynamics in the educational setting.

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
7. Manages disruptive behavior constructively. 8. Demonstrates fairness and consistency in the handling of student problems. 9. Maintains good order without compulsion. 10. Endeavors to find and eliminate causes of undesirable behavior.					
III. Intellectual Stimulation					
A. Reacts with sensitivity to the needs and feelings of others. (2, 3, 5, 6, 8) The teacher 1. Provides opportunities for successful learning experiences for each pupil at his/her ability level. 2. Encourages active student participation while recognizing the instructional value of his/her own silence. 3. Recognizes that a student's emotional problems affect his/her learning potential. 4. Actively supports the efforts of each student.	A. Reacts with sensitivity to the needs and feelings of others.		A. Demonstrates sensitivity in relating to students. (Productive Teaching Techniques, Positive Interpersonal Relations)		A. Provides opportunities for successful learning experiences for each pupil at his/her ability level.
B. Promotes students' self-discipline and responsibility. (1, 2, 3, 5, 6, 7, 8) The teacher 1. Helps students develop efficient learning skills and work habits. 2. Creates a classroom climate in which pupils develop initiative and assume a personal responsibility for learning.	B. Promotes self-discipline and responsibility.	B. Promotes self-discipline and responsibility. (Positive Interpersonal Relations)	B. Promotes students' self-discipline and responsibility. (Productive Teaching Techniques)		B-1. Promotes self-discipline and responsibility. (Positive Interpersonal Relations) B-2. Helps students develop efficient learning skills and work habits.

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
IV. Positive Interpersonal Relations					
A. Demonstrates sensitivity in communicating with students. (1, 2, 3, 4, 6, 7) The teacher 1. Is readily available to all students. 2. Acknowledges the rights of others to hold differing views or values. 3. Gives criticism which is constructive, praise which is generous. 4. Makes an effort to know each student as an individual. 5. Shows trust in students. 6. Uses discretion in handling confidential information and difficult situations. 7. Is a willing listener. 8. Communicates with students sympathetically, accurately and with understanding. 9. Respects individuals' rights. 10. Encourages relationships that are mutually respectful and friendly. 11. Willingly gives of time to provide for individual academic and personal help. 12. Uses and appreciates humor in proper perspective.		A. Demonstrates sensitivity in relating to students.	A. Uses school and community resources to gain knowledge and understanding of student. (Productive Teaching Techniques)	A. Develops and maintains rapport and an atmosphere of good will and respect for students. (Human Relation Skills)	A. Demonstrates sensitivity in relating to students.
B. Promotes self-awareness and a positive self-concept in students. (2, 3, 5, 6, 7, 8) The teacher 1. Provides opportunities for all pupils to achieve recognition for constructive behavior.		B. Promotes positive self-concept.	B. Promotes positive self-concept in students. (Positive Interpersonal Relations)		B. Promotes positive self-concept.

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
2. Provides opportunity for student to have voice in decision making. 3. Provides opportunity for each student to meet success regularly. 4. Promotes students' self-control. 5. Promotes positive self-image in students.					
C. Expresses concern for all students regardless of cultural, academic, or intellectual status. (2, 3, 6, 8) The teacher . . . 1. Displays nonsexist/multicultural attitudes in teaching style. 2. Demonstrates understanding and acceptance of different racial groups. 3. Demonstrates understanding and acceptance of different ethnic groups. 4. Demonstrates understanding and acceptance of different cultural groups. 5. Demonstrates understanding and acceptance of different religious groups. 6. Demonstrates understanding and acceptance of different lifestyles. 7. Avoids stereotyping.		C. Expresses concern for all students.	C-1. Expresses concern for all students. (Respects Each Student Regardless of Cultural, Academic, or Intellectual Status) C-2. Views the child holistically. (Respects Each Student Regardless of Cultural, Academic, or Intellectual Status)		C. Expresses concern for all students.
D. Demonstrates effective interpersonal relationships with community, administration, and fellow teachers. (3) The teacher . . . 1. Makes use of support services as needed. 2. Shares ideas, materials, and methods with other teachers.		D-1. Demonstrates effective interpersonal relationships with the school-community. D-2. Demonstrates effective interpersonal relationships with the administration.	D. Maintains an effective relationship with the student's family. (Positive Interpersonal Relations)	D-1. Seeks opportunities for two-way communication with the community about their schools. (Human Relation Skills) D-2. Respects the duties, responsibility, and performance of all staff. (Human Relation Skills)	D-1. Demonstrates effective interpersonal relationships with the school-community. D-2. Demonstrates effective interpersonal relationships with administration. D-3. Demonstrates effective interpersonal relationships with fellow teachers. D-4. Cooperates with parents.

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
3. Informs administrators and/or appropriate personnel of school-related matters. 4. Enhances community involvement with school. 5. Cooperates with parents in the best interest of the students. 6. Supports and participates in parent-teacher activities. 7. Works well with other teachers and the administration. 8. Provides a climate which opens up communication between the teacher and parent.				D-3. Consults with parents regarding the needs of students. (Human Relation Skills)	
E. Demonstrates awareness of needs of students. (2, 3, 5, 6, 8) The teacher . . . 1. Shows awareness of needs and ability to deal with handicapped students. 2. Shows sensitivity to physical development of students. 3. Is aware of special health needs of students. 4. Recognizes and deals appropriately with substance abuse by students.		E. Demonstrates awareness of the needs of students.		E. Works with other professionals regarding needs of students. (Human Relation Skills)	
V. Desirable Out-of-Class Behavior					
A. Demonstrates professionalism. (2) The teacher . . . 1. Responds appropriately to parental concerns. 2. Completes duties promptly.	A. Demonstrates a sense of responsibility as an employee. (Professional Responsibilities)	A. Demonstrates a sense of responsibility as an employee. (Professional Responsibilities)	A. Demonstrates employee responsibilities. (Nonclassroom Behavior)		A. Demonstrates employee responsibilities.(Desirable Job-Related Behavior)

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
3. Carries out professional duties expected of a teacher. 4. Has regular attendance. 5. Has a keen sense of responsibility. 6. Is punctual. 7. Provides accurate data to the school, area, and district as requested for management purposes. 8. Completes duties accurately.					
B. Shows professional growth. The teacher 1. Strives to improve classroom performance. 2. Keeps abreast of developments in subject area. 3. Demonstrates commitment by participation in professional activities, e.g., professional coursework. 4. Demonstrates commitment by membership in professional organizations. 5. Demonstrates awareness of current events and cultural trends. 6. Takes advantage of opportunities to learn from colleagues, students, parents, and community. 7. Establishes goals and initiates activities aimed at professional growth and development. 8. Attends professional meetings (i.e., faculty meetings, conferences, staffing, screening, teacher/student, in-service) promptly and courteously.	B. Participates in professional growth activities. (Professional Responsibilities)	B-1. Participates in professional growth activities. (Professional Responsibilities) B-2. Follows a systematic plan for attainment of personal and professional growth objectives. (Professional Responsibilities)	B. Shows professional growth. (Nonclassroom Behavior)	B-1. Identifies professional needs; develops and tests strategies for improvement. (Professional Development) B-2. Participates in a professional and personal improvement program. (Professional Development) B-3. Exhibits desire to improve knowledge, skills, and attitudes essential for growth. (Professional Development) B-4. Seeks an awareness of other district programs and relates this knowledge/awareness to his/her own instruction when feasible. (Professional Development) B-5. Continues to broaden and deepen own knowledge of content area. (Classroom Management)	B. Shows professional growth. (Desirable Job-Related Behavior)

Suggested criteria, with descriptors, listed by performance areas.	Breck **Criteria**	Edina **Criteria**	Minneapolis **Criteria**	Northfield **Criteria**	Spirit Lake **Criteria**
C. Assumes responsibilities outside of the classroom as they relate to school The teacher 1. Assumes necessary noninstructional responsibilities. 2. Exercises reasonable responsibility for student management throughout the entire building. 3. Helps integrate school activities with community needs.	C. Assumes responsibilities outside the classroom as they relate to school. (Professional Responsibilities)	C. Assumes responsibilities outside the classroom as they relate to school. (Professional Responsibilities)	C. Assumes responsibilities outside the classroom as they relate to school. (Nonclassroom Behavior)		
D. Demonstrates evidence of professional ethics through support of school regulations and policies. (7) The teacher 1. Exercises discretion in dealing with confidential materials regarding students. 2. Exhibits ethical conduct associated with such factors as a sense of fairness and the ability to work cooperatively with other school, community, and district personnel. 3. Adheres to authorized policies. 4. Selects appropriate channels for resolving concerns/problems. 5. Participates in the development and review of school policies and regulations. 6. Strives to stay informed regarding policies and regulations applicable to his/her position.	D. Demonstrates evidence of professional ethics through support of school regulations and policies. (Professional Responsibilities)	D. Demonstrates evidence of professional ethics through support of school regulations and policies. (Professional Responsibilities)			D. Demonstrates evidence of professional ethics through support of school regulations and policies. (Desirable Job-Related Behavior)

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
E. Links personal goals to the organizational goals. The teacher 1. Adjusts learning activities to relate to the goals of the institution, when necessary. 2. Evaluates classroom program as it relates to the goals of the institution.	E. Links personal goals to the organizational goals. (Professional Responsibilities)			E. Participates in district curriculum development. (Classroom Management)	E. Links personal professional goals to the organizational goals. (Desirable Job-Related Behavior)
F. Demonstrates willingness to keep curriculum and instructional practices current.	F. Demonstrates willingness to keep curriculum and instructional practices current. (Professional Responsibilities)	F. Demonstrates willingness to keep curriculum and instructional practices current. (Professional Responsibilities)		F. Participates in district curriculum/instructional development and improvement. (Professional Development)	
VI. Personal Attributes					
A. Shows calmness and maturity in actions and reactions. (7) The teacher 1. Exhibits self-control. 2. Remains calm and poised in difficult situations. 3. Exhibits self-confidence. 4. Responds constructively to supervision.	A. Shows calmness, maturity, and sense of humor in actions and reactions.				A. Shows calmness and maturity in actions and reactions. (Productive Teaching Techniques)
B. Demonstrates a desire to grow professionally. The teacher 1. Practices professional ethics. 2. Is a member of professional organizations. 3. Is supportive of the teaching profession in the community.					

Suggested criteria, with descriptors, listed by performance areas.	Breck Criteria	Edina Criteria	Minneapolis Criteria	Northfield Criteria	Spirit Lake Criteria
C. Cooperates with staff, students, and parents. The teacher: 1. Demonstrates a willingness to share in school-related activities. 2. Accepts a share of district responsibilities as assigned by the principal such as work on curriculum committees. 3. Accepts a share of building responsibilities as assigned by the principal (bus duty, hall, lunch, and playground).	C. Cooperates with staff.	C. Cooperates with staff. (Positive Interpersonal Relations)			
D. Actively supports the school's religious life and objectives.	D. Actively supports the school's religious life and objectives.				
VII. Knowledge of Child Growth and Development					
A. Has an understanding of the intellectual, emotional, social, and physical development of the learner.				A. Has an understanding of the intellectual, emotional, social, and physical development of the learner.	
B. Assesses each student's needs in these areas and works to meet those needs.				B. Assesses each student's needs in these areas and works to meet those needs.	
C. Understands and respects the limitations of students.				C. Understands and respects the limitations of students.	
D. Communicates with students at the appropriate level.				D. Communicates with students at the appropriate level.	
VIII. Student Evaluation of Teachers (Optional)					
A. Establishes a process for students evaluation of teachers.			A. Establishes a process for students' evaluation of teachers.		